

## La France Elementary

550 Williams Street  
Pendleton, SC 29670

|                       |                         |              |
|-----------------------|-------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School   |              |
| <b>Enrollment</b>     | 516 Students            |              |
| <b>Principal</b>      | Mona Fleming            | 864-646-8010 |
| <b>Superintendent</b> | Dr. Gary L. Burgess Sr. | 864-646-8000 |
| <b>Board Chair</b>    | Dr. Tom Dobbins         | 864-646-8000 |

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 7         | 40   | 12      | 1             | 0              |

## IMPROVEMENT RATING

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2003</b> | Excellent              | Excellent                 | Yes                             |
| <b>2004</b> | Excellent              | Good                      | Yes                             |
| <b>2005</b> | Good                   | Unsatisfactory            | Yes                             |
| <b>2006</b> | Good                   | Good                      | Yes                             |

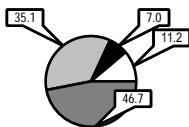
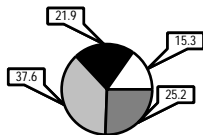
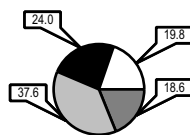
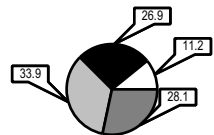
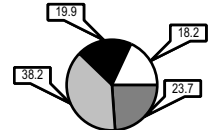
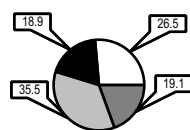
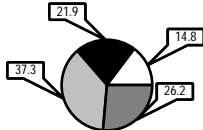
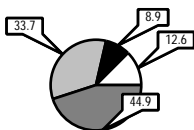
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced (adj.) | Performance<br>Objective Met | Participation<br>Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |  |          |               |         |              |            |                                     |                              |                                |
| All Students   | 264  | 97.7     | 10.3          | 35.1    | 47.1         | 7.4        | 66.5                                | Yes                          | Yes                            |
| <b>Gender</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Male   | 140  | 97.1     | 11.0          | 36.2    | 47.2         | 5.5        | 63.8                                | N/A                          | N/A                            |
| Female   | 124  | 98.4     | 9.6           | 33.9    | 47.0         | 9.6        | 69.6                                | N/A                          | N/A                            |
| <b>Racial/Ethnic Group</b>   |  |          |               |         |              |            |                                     |                              |                                |
| White  | 227  | 97.8     | 9.4           | 34.4    | 48.6         | 7.5        | 68.9                                | Yes                          | Yes                            |
| African American   | 30   | 96.7     | 19.2          | 42.3    | 34.6         | 3.8        | 46.2                                | I/S                          | I/S                            |
| Asian/Pacific Islander   | 4  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Hispanic   | 3  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| American Indian/Alaskan  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | I/S                          | I/S                            |
| <b>Disability Status</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Not Disabled   | 219  | 100.0    | 5.9           | 34.8    | 51.5         | 7.8        | 72.1                                | N/A                          | N/A                            |
| Disabled   | 45   | 86.7     | 34.2          | 36.8    | 23.7         | 5.3        | 36.8                                | I/S                          | Yes                            |
| <b>Migrant Status</b>  |  |          |               |         |              |            |                                     |                              |                                |
| Migrant  | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                                 | N/A                          | N/A                            |
| Non-Migrant  | 264  | 97.7     | 10.3          | 35.1    | 47.1         | 7.4        | 66.5                                | N/A                          | N/A                            |
| <b>English Proficiency</b>   |  |          |               |         |              |            |                                     |                              |                                |
| Limited English Proficient   | 1  | 100.0    | I/S           | I/S     | I/S          | I/S        | I/S                                 | I/S                          | I/S                            |
| Non-Limited English Proficient                                     | 263  | 97.7     | 10.3          | 35.1    | 47.1         | 7.4        | 66.5                                | N/A                          | N/A                            |
| <b>Socio-Economic Status</b>                                       |  |          |               |         |              |            |                                     |                              |                                |
| Subsidized meals   | 90   | 96.7     | 17.3          | 37.0    | 39.5         | 6.2        | 56.8                                | Yes                          | Yes                            |
| Full-pay meals   | 174  | 98.3     | 6.8           | 34.2    | 50.9         | 8.1        | 71.4                                | N/A                          | N/A                            |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 264 | 98.1  | 14.4 | 37.4 | 25.1 | 23.0 | 62.1 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 140 | 97.9  | 12.5 | 34.4 | 25.8 | 27.3 | 65.6 | N/A | N/A |
| Female   | 124 | 98.4  | 16.5 | 40.9 | 24.3 | 18.3 | 58.3 | N/A | N/A |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 227 | 98.2  | 13.1 | 36.2 | 26.8 | 23.9 | 66.2 | Yes | Yes |
| African American   | 30  | 96.7  | 26.9 | 50.0 | 11.5 | 11.5 | 26.9 | I/S | I/S |
| Asian/Pacific Islander                                   | 4   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 219 | 100.0 | 9.3  | 39.7 | 27.0 | 24.0 | 66.2 | N/A | N/A |
| Disabled   | 45  | 88.9  | 41.0 | 25.6 | 15.4 | 17.9 | 41.0 | I/S | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A | N/A |
| Non-Migrant  | 264 | 98.1  | 14.4 | 37.4 | 25.1 | 23.0 | 62.1 | N/A | N/A |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 263 | 98.1  | 14.4 | 37.4 | 25.1 | 23.0 | 62.1 | N/A | N/A |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 90  | 97.8  | 25.6 | 40.2 | 22.0 | 12.2 | 46.3 | Yes | Yes |
| Full-pay meals   | 174 | 98.3  | 8.7  | 36.0 | 26.7 | 28.6 | 70.2 | N/A | N/A |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 264   | 98.9            | 19.6                 | 37.6           | 18.4                | 24.5              | 42.9                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 140   | 98.6            | 15.5                 | 35.7           | 21.7                | 27.1              | 48.8                                 |
| Female                         | 124   | 99.2            | 24.1                 | 39.7           | 14.7                | 21.6              | 36.2                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 227   | 98.7            | 16.8                 | 37.9           | 18.7                | 26.6              | 45.3                                 |
| African American               | 30  | 100.0           | 40.7                 | 37.0           | 14.8                | 7.4               | 22.2                                 |
| Asian/Pacific Islander         | 4   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 219   | 100.0           | 14.7                 | 38.7           | 19.6                | 27.0              | 46.6                                 |
| Disabled                       | 45  | 93.3            | 43.9                 | 31.7           | 12.2                | 12.2              | 24.4                                 |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 264   | 98.9            | 19.6                 | 37.6           | 18.4                | 24.5              | 42.9                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 263   | 98.9            | 19.6                 | 37.6           | 18.4                | 24.5              | 42.9                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 90  | 97.8            | 29.3                 | 43.9           | 13.4                | 13.4              | 26.8                                 |
| Full-pay meals                 | 174   | 99.4            | 14.7                 | 34.4           | 20.9                | 30.1              | 50.9                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 264 | 98.9  | 11.0 | 33.5 | 27.8 | 27.8 | 55.5 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 140 | 98.6  | 6.2  | 34.9 | 28.7 | 30.2 | 58.9 |
| Female                         | 124 | 99.2  | 16.4 | 31.9 | 26.7 | 25.0 | 51.7 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 227 | 98.7  | 8.9  | 34.1 | 28.0 | 29.0 | 57.0 |
| African American               | 30  | 100.0 | 29.6 | 25.9 | 29.6 | 14.8 | 44.4 |
| Asian/Pacific Islander         | 4   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 219 | 100.0 | 6.4  | 33.8 | 29.9 | 29.9 | 59.8 |
| Disabled                       | 45  | 93.3  | 34.1 | 31.7 | 17.1 | 17.1 | 34.1 |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 264 | 98.9  | 11.0 | 33.5 | 27.8 | 27.8 | 55.5 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 263 | 98.9  | 11.0 | 33.5 | 27.8 | 27.8 | 55.5 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 90  | 97.8  | 19.5 | 35.4 | 29.3 | 15.9 | 45.1 |
| Full-pay meals                 | 174 | 99.4  | 6.7  | 32.5 | 27.0 | 33.7 | 60.7 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 83   | 100.0    | 8.5           | 29.3    | 46.3         | 15.9       | 62.2                         |
|                              | 4     | 91   | 100.0    | 15.1          | 43.0    | 39.5         | 2.3        | 41.9                         |
|                              | 5     | 85   | 100.0    | 17.7          | 50.6    | 27.8         | 3.8        | 31.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 89   | 100.0    | 9.5           | 23.8    | 54.8         | 11.9       | 66.7                         |
|                              | 4     | 83   | 96.4     | 9.3           | 37.3    | 45.3         | 8.0        | 53.3                         |
|                              | 5     | 92   | 96.7     | 12.0          | 44.6    | 41.0         | 2.4        | 43.4                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 83   | 100.0    | 13.4          | 48.8    | 24.4         | 13.4       | 37.8                         |
|                              | 4     | 91   | 98.9     | 12.9          | 42.4    | 25.9         | 18.8       | 44.7                         |
|                              | 5     | 85   | 100.0    | 16.5          | 55.7    | 12.7         | 15.2       | 27.8                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 89   | 100.0    | 11.9          | 35.7    | 28.6         | 23.8       | 52.4                         |
|                              | 4     | 83   | 97.6     | 13.2          | 35.5    | 26.3         | 25.0       | 51.3                         |
|                              | 5     | 92   | 96.7     | 18.1          | 41.0    | 20.5         | 20.5       | 41.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 83   | 100.0    | 25.6          | 37.8    | 28.0         | 8.5        | 36.6                         |
|                              | 4     | 91   | 98.9     | 24.7          | 42.4    | 21.2         | 11.8       | 32.9                         |
|                              | 5     | 85   | 100.0    | 34.2          | 40.5    | 10.1         | 15.2       | 25.3                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 89   | 100.0    | 17.9          | 40.5    | 19.0         | 22.6       | 41.7                         |
|                              | 4     | 83   | 98.8     | 19.5          | 28.6    | 24.7         | 27.3       | 51.9                         |
|                              | 5     | 92   | 97.8     | 21.4          | 42.9    | 11.9         | 23.8       | 35.7                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2005                         | 3     | 83   | 100.0    | 6.1           | 40.2    | 28.0         | 25.6       | 53.7                         |
|                              | 4     | 91   | 98.9     | 12.9          | 48.2    | 30.6         | 8.2        | 38.8                         |
|                              | 5     | 85   | 100.0    | 25.3          | 51.9    | 12.7         | 10.1       | 22.8                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 89   | 100.0    | 7.1           | 22.6    | 39.3         | 31.0       | 70.2                         |
|                              | 4     | 83   | 98.8     | 13.0          | 28.6    | 28.6         | 29.9       | 58.4                         |
|                              | 5     | 92   | 97.8     | 13.1          | 48.8    | 15.5         | 22.6       | 38.1                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2006                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b> | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|-------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 516)</b>  |                   |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 100.0%            | Up from 39.5%                | 100.0%  | 100.0%                          |
| Retention rate  | 2.4%              | Down from 2.8%               | 1.9%  | 2.8%                            |
| Attendance rate   | 96.6%             | Up from 96.3%                | 96.8%   | 96.4%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 2.3%              | Down from 3.5%               | 0.1%  | 0.0%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.9%              | Down from 3.1%               | 0.1%  | 0.0%                            |
| Eligible for gifted and talented  | 12.7%             | No change                    | 17.7%   | 10.4%                           |
| On academic plans   | 23.5%             | N/AV                         | 25.4%   | 33.6%                           |
| On academic probation   | 10.0%             | N/AV                         | 2.0%  | 1.0%                            |
| With disabilities other than speech   | 9.6%              | Up from 8.1%                 | 7.4%  | 7.5%                            |
| Older than usual for grade  | 1.0%              | Down from 1.5%               | 0.4%  | 0.8%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%              | No change                    | 0.0%  | 0.0%                            |
| <b>Teachers (n= 33)</b>   |                   |                              |   |                                 |
| Teachers with advanced degrees  | 42.4%             | Down from 44.8%              | 57.0%   | 53.8%                           |
| Continuing contract teachers  | N/AV              |                              | N/AV  | N/AV                            |
| Classes not taught by highly qualified teachers                                 | 0.0%              | N/A                          | 1.8%  | 2.4%                            |
| Teachers with emergency or provisional certificates                             | 0.0%              | No change                    | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 81.1%             | Down from 85.7%              | 89.3%   | 87.3%                           |
| Teacher attendance rate   | 95.6%             | Up from 93.0%                | 94.7%   | 94.9%                           |
| Average teacher salary  | \$38,864          | Down 0.2%                    | \$44,120  | \$42,485                        |
| Prof. development days/teacher  | 9.1 days          | Down from 10.3 days          | 11.9 days   | 13.3 days                       |
| <b>School</b>   |                   |                              |   |                                 |
| Principal's years at school   | 2.0               | Up from 1.0                  | 5.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 21.0 to 1         | Down from 21.2 to 1          | 20.2 to 1   | 18.6 to 1                       |
| Prime instructional time  | 92.0%             | Up from 88.0%                | 90.3%   | 89.7%                           |
| Dollars spent per pupil*  | \$5,706           | Up 4.8%                      | \$6,008   | \$6,557                         |
| Percent of expenditures for teacher salaries*                                   | 58.6%             | Down from 64.9%              | 65.8%   | 64.0%                           |
| Percent of expenditures for instruction*  | 61.4%             |                              | 69.0%   | 69.1%                           |
| Opportunities in the arts   | Good              | No change                    | Good  | Good                            |
| Parents attending conferences   | 98.4%             | Down from 99.8%              | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes               | No change                    | Yes   | Yes                             |
| Character development   | Good              | No change                    | Excellent   | Excellent                       |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.9%                   | 6.2%                       |
| Classes in high poverty schools not taught by highly qualified teachers | N/A                    | 10.2%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Classes not taught by highly qualified teachers in this school          | 0.0%                   | Yes                        |
| Student attendance in this school                                       | 94.0%*                 | Yes                        |

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

La France Elementary's theme Spotlight on Learning continued our tradition of focusing on excellence in teaching and student achievement. We began the 2005-2006 school year meeting Adequate Yearly Progress, and we were awarded a Science Coach, Gini Burke, through a three-year grant with the State Department's Math-Science Unit.

Professional development continues to focus on best instructional practices, and our Science Coach provided training in the areas of science instruction and support for teaching. PACT and MAP data analysis also enable us to make instructional decisions based on students' needs.

Our teachers, staff, PTO, SIC and community members continue to work to provide a variety of academic events and opportunities for students and families. Highlights included Science Fair, Family Nights, Academic Celebration, and Science Exploration Day. Through a grant written by our art teacher and technology coach, we were able to support arts instruction through Art Exploration Day and a guest speaker, renowned South Carolina artist Philip Simmons. Our PTO held events such as Fall Festival in order to fund supplies and materials for all classrooms. And La France's students and staff eagerly stepped forward as they volunteered time and effort in various service projects including United Way, Relay for Life, and a Food Drive for Anderson Interfaith Ministries. Fifth graders visited a local nursing home, and Student Council sponsored a needy family at Christmas and Easter.

By year's end we celebrated a student who placed first in the First Grade Division of the Martin Luther King, Jr. Poster Contest at Clemson University. We also celebrated Jeryl Hollingsworth as Teacher of the Year and Mrs. Walker's 1st Grade Class and 3rd Grade Science Club as winners of Anderson County Soil and Water Conservation District's Bulletin Board Contest. These accomplishments, along with many others, demonstrate our focus on our students and their learning. Come visit us at La France and experience our focus on excellence in teaching and learning!

Mona G. Fleming, Principal  
Shawna Lloyd, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 33       | 81        | 40       |
| Percent satisfied with learning environment            | 93.8%    | 92.6%     | 94.9%    |
| Percent satisfied with social and physical environment | 100.0%   | 95.1%     | 89.7%    |
| Percent satisfied with school-home relations           | 96.9%    | 94.9%     | 90.0%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.